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ABSTRACT

Recent documents like the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics" have described coming changes in the mathematics curriculum and evaluation. Operating from the point of view that instruction and assessment are closely linked, that good teachers constantly assess students informally, that student self-evaluation is a vital part of learning, that formal assessments are stronger if they relate closely to the content and form of classroom instruction, and that documentation of assessment is important in connecting classroom work to external evaluation, this booklet provides a collection of assessment techniques that focus on student thinking. The examples are presented in five sections. The first section presents shifting practices in assessment and discusses myths of teaching and testing, needed changes in current practices, and a sample assessment plan. The second section discusses performance assessment in mathematics and suggests methods to develop and utilize performance tasks. The third section discusses the use of observations, interviews, conferences, and questioning techniques in assessment and provides helpful hints for using these methods and documenting the results. The fourth section discusses mathematics portfolios and includes a sample portfolio, selected goals and suggestions for contents, and methods of managing and assessing portfolios. The fifth section presents methods of implementing models of assessment that discuss documenting and reporting results to students, parents, and administrators, assigning grades, assessing homework, evaluating student participation, and promoting student self-assessment. A bibliography contains 26 references and an index is included. (MDH)

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